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ABSTRACT

This paper presents a brief description of a basic model for planning, monitoring, and evaluating educational programs using managerial concepts. The model involves the use of five steps as follows: (1) identification of a need; (2) a statement of desired outcomes (objectives); (3) the development of a program, including processes and resources; (4) on-going evaluation (monitoring); and (5) terminal evaluation. The approach is straight-forward, and is easily understood by those who lack sophistication in a management approach to education. The model is in the developmental stage, and is by no means complete, nor is it represented to be complete. It is a system that has been found useful in presenting a management approach to education to teachers and school administrators. (Author)

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A BASIC MODEL FOR PLANNING, MONITORING, AND EVALUATING EDUCATIONAL PROGRAMS

Current efforts to refine and improve the process of education through management systems are meeting substantial resistance and enjoying limited success. This is not too surprising when one considers the manner in which these efforts have been expended. Teachers and administrators have been bombarded with many unfamiliar terms and have been exposed to complex, highly sophisticated schematic diagrams and flow charts. Behavioral objectives, measurable objectives, program objectives, product objectives, process objectives, mission objectives, product outcomes, milestones, baselines, PPBS, management design, program auditing, systems analysis, cost-effectiveness, pre-program evaluation, interim evaluation, on-going evaluation, terminal evaluation, performance contracting, accountability, etc., have created a state of confusion among educators that has impeded progress in adapting managerial concepts to the process of education.

There is a need for a simple, basic model for planning, monitoring, and evaluating educational programs if we are to be successful in promoting this approach to educational change. Once the basic concepts and notions have become familiar to teachers and administrators, more complex and sophisticated systems can be installed. The intent of this paper is to present a basic model that the author has found useful in working with teachers and administrators.

This model is judgmental in the sense that judgments are made at critical points as to whether one continues to the next step or recycles his thinking. These judgment points are denoted by circles on the schematic diagram attached to this paper.

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The initial step in utilizing this model is the identification of a NEED. Ideally, this need is a discrepancy between "what is" and "what ought to be." Unfortunately, "what ought to be" is frequently unknown and is, in fact, someone's perception of what ought to be. In any event, once a need has been identified, judgment must be exercised to consider this need in light of other needs. If it is judged to be a priority need that is feasible to pursue, one moves to the next step; if not, another need is selected for consideration.

The second step is the statement of OUTCOMES that will provide evidence that the system is moving toward meeting the need. These outcomes must be judged very carefully in terms of their relevance to the need, and in terms of their measurability. The conditions under which each outcome is expected to occur, appropriate instrumentation and a criterion of accomplishment are crucial considerations. If the outcomes are judged to be acceptable, one advances to the next step; if not, other outcomes must be considered.

The third step is the development of a PROGRAM that will lead to the accomplishment of the outcomes. Development of the program includes two major sub-steps: devising relevant processes and identifying the necessary resources. Each of these sub-steps requires judgment. The processes must be judged in terms of their relevance, likelihood of success, and feasibility. The processes must also be specified in such a way that one can determine whether or not they are properly implemented during the course of the program. Once the processes have been satisfactorily designed, adequate resources must be identified. They must be judged in terms of their adequacy and availability. They too must be specified in such a way that one can determine whether or not they are being provided at the appropriate time in sufficient amounts.

At this point the program is ready for implementation, and the system of ON-GOING evaluation is installed. The key to this system lies with the process and resource specifications discussed earlier. By monitoring the program on a continuous basis in terms of these specifications, discrepancies can be identified immediately and corrective actions or modifications can be instituted.

The final step in this model is the TERMINAL EVALUATION. This phase of the evaluation is conducted in terms of the desired outcomes. If the outcomes have been accomplished, the need is reviewed to determine whether or not the program has been successful in meeting that need. An appropriate evaluation or research design should be employed to control variables other than the program variable. If the program is successful, data collected by means of the system of on-going evaluation will provide an accurate description of the actual program. If the program is not successful, the data from the on-going evaluation may provide valuable clues as to why the program failed.

This paper is necessarily brief, and the author is cognizant of the fact that this model is not fully "de-bugged." However, the author feels that this model, properly presented, can be helpful to teachers and administrators in moving toward a logical, management oriented educational program.

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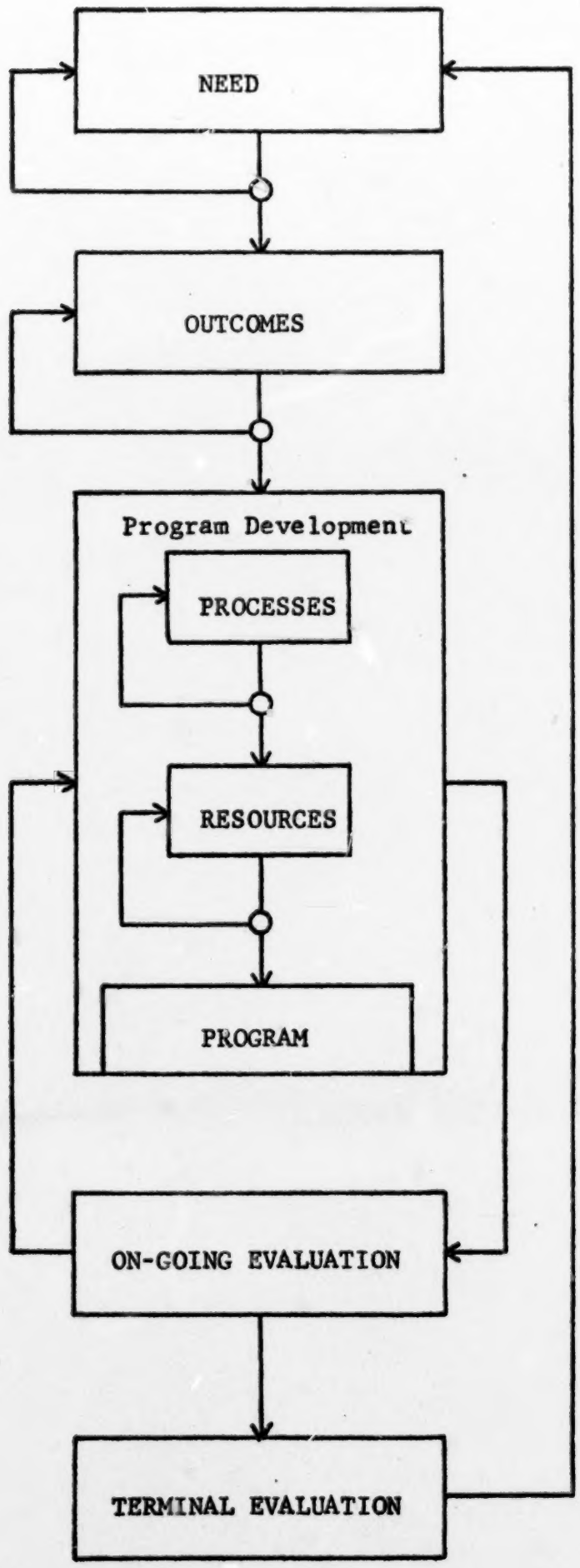

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